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ABSTRACT

This book contains a collection of papers on race in U.S. education written by scholars who believe that improvement in the educational achievement of African American children will not occur by changing the curriculum or achieving desegregation. True change requires innovations based on replacing constructs rooted in past white hegemony and its current vestiges and building educational programs and communities consistent with children's ethnic, cultural, social, and developmental needs. After "Introduction: The Search for New Answers" (James H. Lewis), the papers are (1) "'Race,' Identity, Hegemony, and Education: What Do We Need To Know Now?" (Asa G. Hilliard, III); (2) "Comment: The Social 'Destruction' of Race To Build African American Education" (Laurence Parker); (3) "Blacks and the Curriculum: From Accommodation to Contestation and Beyond" (William H. Watkins); (4) "Comment: Researching Curriculum and Race" (Annette Henry); (5) "The Power of Pedagogy: Does Teaching Matter?" (Gloria Ladson-Billings); (6) "Comment: Unpacking Culture, Teaching, and Learning: A Response to 'The Power of Pedagogy'" (Carol D. Lee); (7) "Identity, Achievement Orientation, and Race: 'Lessons Learned' about the Normative Developmental Experiences of African American Males" (Margaret Beale Spencer); (8) "Comment: Human Development and the Social Structure" (Enora R. Brown); (9) "Why Can't Sonya (and Kwame) Fail Math?" (Signithia Fordham); (10) "Comment: Cultural Discontinuity, Race, Gender, and the School Experiences of Children" (Vivian L. Gadsden); (11) "Culturally Appropriate Pedagogy" (Janice E. Hale); (12) "Comment: The Challenges of Cultural Socialization in the Schooling of African American Elementary School Children: Exposing the Hidden Curriculum" (A. Wade Boykin); (13) "Education and Socialization: A Review of the

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Literature" (Michele Foster); (14) "Comment: Schools as Contexts for Socialization" (Cynthia Hudley). (Chapters contain references.) (SM)

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